



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

17667 N. 91st Avenue, Peoria, AZ 85382

### Skyline Technical High School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Mr. Brian Shipman  
Schedule : 07:30 AM to 04:30 PM  
Grades : 7-8  
Web Address : [www.skylinewest.com](http://www.skylinewest.com)  
Phone Number : (623) 875-3175  
Fax Number : (623) 875-9261  
E-mail : [bshipman@skylineths.com](mailto:bshipman@skylineths.com)

#### Mission

Our school's mission is to prepare students through academics, technology, and character education to meet the constantly changing requirements of secondary education and the demands of a global society. To promote lifelong learning and community involvement through emphasis on character education. Our philosophy is to teach real life skills through thematic units so students will be better prepared for the rigors and demands of high school.

#### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 N/A

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ü Provide a preparatory environment which includes thematic and project based curriculum for more in-depth coverage of core subjects. Advanced Placement students will be able to advance in Math, Science and English.
- ü Develop, monitor and adjust core classes for the benefit of students to allow for their success in state and national standardized testing.
- ü Develop literate individuals who understand how math, reading, science, technology, the arts, and social studies affect the decision making processes in the world we live.
- ü Teach real life skills and character education so students are better prepared for the rigors of high school and society in general.

#### Enrollment

October 1, 2005 School Year Student Enrollment : 61  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 35

## Instructional Programs

- ü Mathematics- AP classes available
- ü Social Studies
- ü Science and Computer Science
- ü Language Arts-AP classes available
- ü Reading and Literature Studies
- ü Art and Music
- ü Character Education
- ü Physical Education, Sports

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/31/2006

## Shared Responsibilities

### School

To provide a nurturing and safe environment where students are comfortable during their educational process. Also, to deliver this education with the most highly qualified staff possible. It is incumbent that in addition to preparing students for the academic rigors of high school that we develop the citizenship component in each as well. Finally, promote a lifelong desire for learning and community involvement.

### Parents

Parents are to make sure students attend school every day and are prepared nutritionally and academically for school, support the schools policies and procedures, and to provide support for their children away from school to maximize their educational experience. This would include providing a safe and comfortable home environment and to interact with teachers and staff when needed.

## Transportation Policy

Skyline Junior High School provides some routes uses large yellow school buses. Students must wear seat belts and must follow policies and procedures regarding transportation when traveling to and from school and field trips.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 'Westside Impact Teacher of the Year ' Winner	2005
ü 'KNIX radio Teacher of the Week ' Winner	2004

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	36	78546	NA	100	97	516	514	543	30	31	15	24	28	18	39	36	52	6	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	18	38645	NA	100	98	526	520	545	20	22	13	27	33	18	47	39	54	7	6	15
Male	18	18	39792	NA	100	97	508	508	542	39	39	17	22	22	17	33	33	50	6	6	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	NC	NC	31177	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	23	NC	NC	48	NC	NC	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	NC	4689	--	NC	95	--	NC	515	--	NC	28	--	NC	25	--	NC	43	--	NC	4
White	25	26	36450	NA	100	97	523	520	563	28	31	7	20	19	12	44	42	57	8	8	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	28	30	70453	NA	100	100	523	522	549	21	20	11	29	33	17	43	40	56	7	7	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	11	12	34694	NA	100	96	490	491	524	55	50	23	18	25	23	27	25	48	NA	NA	7
Non-Economically Disadvantaged	22	24	43852	NA	100	99	529	525	559	18	21	10	27	29	13	45	42	56	9	8	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	36	79045	NA	100	98	496	497	512	15	14	10	36	33	25	48	53	58	NA	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	18	38860	NA	100	98	509	509	519	7	6	7	40	33	22	53	61	62	NA	NA	8
Male	18	18	40075	NA	100	97	485	485	505	22	22	12	33	33	28	44	44	54	NA	NA	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	NC	NC	31314	NC	NC	98	NC	NC	493	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	NC	4719	--	NC	96	--	NC	489	--	NC	15	--	NC	39	--	NC	45	--	NC	2
White	25	26	36730	NA	100	98	502	502	532	8	8	4	40	38	16	52	54	68	NA	NA	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	28	30	70493	NA	100	100	501	502	517	11	10	7	36	33	24	54	57	62	NA	NA	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	11	12	34922	NA	100	96	470	473	493	36	33	15	36	33	34	27	33	48	NA	NA	3
Non-Economically Disadvantaged	22	24	44123	NA	100	99	509	509	527	5	4	6	36	33	18	59	63	66	NA	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	36	79657	NA	100	99	560	560	566	6	6	3	3	3	8	91	92	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	18	39120	NA	100	99	590	585	580	NA	NA	2	NA	NA	4	100	100	92	NA	NA	2
Male	18	18	40423	NA	100	98	536	536	553	11	11	5	6	6	12	83	83	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	NC	NC	31642	NC	NC	99	NC	NC	552	NC	NC	5	NC	NC	11	NC	NC	84	NC	NC	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	NC	4760	--	NC	97	--	NC	547	--	NC	5	--	NC	14	--	NC	81	--	NC	0
White	25	26	36929	NA	100	99	577	575	579	NA	NA	2	4	4	5	96	96	91	NA	NA	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	28	30	70588	NA	100	100	567	568	573	4	3	2	NA	NA	5	96	97	91	NA	NA	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	11	12	35341	NA	100	97	548	547	551	9	8	5	NA	NA	12	91	92	83	NA	NA	0
Non-Economically Disadvantaged	22	24	44316	NA	100	100	567	566	578	5	4	2	5	4	5	91	92	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	37	78400	NA	100	97	542	538	554	29	35	21	15	14	19	50	46	47	6	5	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	20	38686	NA	100	98	550	540	554	18	30	20	24	20	20	53	45	49	6	5	12
Male	17	17	39636	NA	100	96	534	534	554	41	41	23	6	6	18	47	47	46	6	6	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	NC	NC	30732	NC	NC	97	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	27	29	37038	NA	100	97	535	532	575	30	34	11	19	17	14	52	48	56	NA	NA	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	29	32	70560	NA	100	99	553	547	560	17	25	17	17	16	19	59	53	50	7	6	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33014	NC	NC	95	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	29	30	45386	NA	NA	99	545	542	569	28	30	15	14	13	15	52	50	52	7	7	18

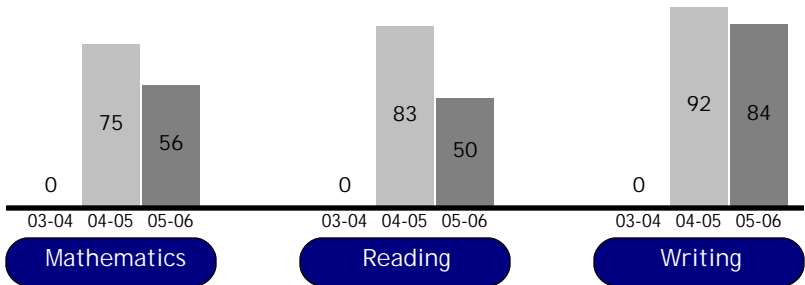
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	37	79179	NA	100	98	508	508	519	6	5	11	44	43	27	50	51	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	20	38974	NA	100	99	510	509	524	6	5	8	35	35	25	59	60	61	NA	NA	5
Male	17	17	40124	NA	100	97	507	507	513	6	6	13	53	53	28	41	41	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	NC	NC	30987	NC	NC	98	NC	NC	498	NC	NC	17	NC	NC	36	NC	NC	45	NC	NC	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	27	29	37467	NA	100	98	503	504	539	7	7	5	48	45	17	44	48	70	NA	NA	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	29	32	70612	NA	100	99	514	513	524	3	3	7	41	41	25	55	56	62	NA	NA	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33345	NC	NC	96	NC	NC	499	NC	NC	17	NC	NC	36	NC	NC	46	NC	NC	1
Non-Economically Disadvantaged	29	30	45834	NA	NA	99	512	510	533	3	3	7	45	47	19	52	50	67	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	33	79734	NA	100	99	564	559	554	NA	NA	3	16	21	19	84	79	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	16	39243	NA	100	99	589	574	568	NA	NA	2	7	19	12	93	81	85	NA	NA	1
Male	17	17	40413	NA	100	98	544	544	541	NA	NA	4	24	24	26	76	76	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	NC	NC	31254	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	25	NC	NC	70	NC	NC	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	24	25	37668	NA	100	99	561	559	569	NA	NA	1	17	20	13	83	80	85	NA	NA	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	26	28	70791	NA	100	100	567	560	561	NA	NA	2	12	18	15	88	82	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	NC	33718	NC	NC	97	NC	NC	538	NC	NC	5	NC	NC	26	NC	NC	69	NC	NC	0
Non-Economically Disadvantaged	26	27	46016	NA	NA	100	567	561	567	NA	NA	2	12	15	14	88	85	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	--	--	--	54	100	56	56	50	0	43	43	54
	Language	--	--	--	58	100	51	51	52	0	39	39	58
	Mathematics	--	--	--	62	100	50	50	50	0	32	32	54
8	Reading	--	--	--	55	95	53	53	51	0	50	50	58
	Language	--	--	--	52	95	53	53	50	0	48	48	56
	Mathematics	--	--	--	61	95	55	55	53	0	44	44	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Skyline Junior High School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

### Council Duties

- Ü Fund-Raising Activities
- Ü Sports and Awards
- Ü Safety-Emergency Plans
- Ü Curriculum
- Ü Field Trips

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	3.50
Other Professional Staff	1.00	Teacher Aide	1.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	1	1	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	8%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Science Lab and GreenHouse
- Ü Large Multipurpose room
- Ü New school built in 2005

### Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Gymnastics/ Cheer
- Ü Girl's Volleyball
- Ü Boy's and Girl's Basketball
- Ü Cross country
- Ü Band

### Social Services

- Ü Free and Reduced Lunch
- Ü Before and After School Programs
- Ü Transportation
- Ü Character Education



Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 100% of our 7th graders pass the AIMS writing assessment in 2004. AIMS and Terra Nova scores were high and exceeded in many areas. School passes Annual Yearly Progress.
- ü National Honor Society Students awarded participation awards from St. Mary's Food Bank for collecting and distributing to the homeless and people who needed a helping hand during the winter holidays.
- ü Students participate in annual art contests and many win places for their art work, including the Arizona State Fair.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have small class sizes and have incorporated character education daily into our school's curriculum. We have a drop out prevention program for students who are tardy or out of school for any length of time. In addition, we will teach cooperative skills and even etiquette. We offer a nutritionally sound lunch, meeting the standards set forth by the Maricopa County Environmental Health Service's Division.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Brian Shipman	(623) 875-3175
Transportation Policy	Mr. Frankie	(623) 385-3580
Community Resources	Rodger Fuss	(623) 875-3175
School Nutrition Programs	Education Network Meals	(623) 875-3175
Parent Organization	TBA	(623) 873-3175
Student Health/Nurse	Kim Gustufson	(623) 875-3175

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.